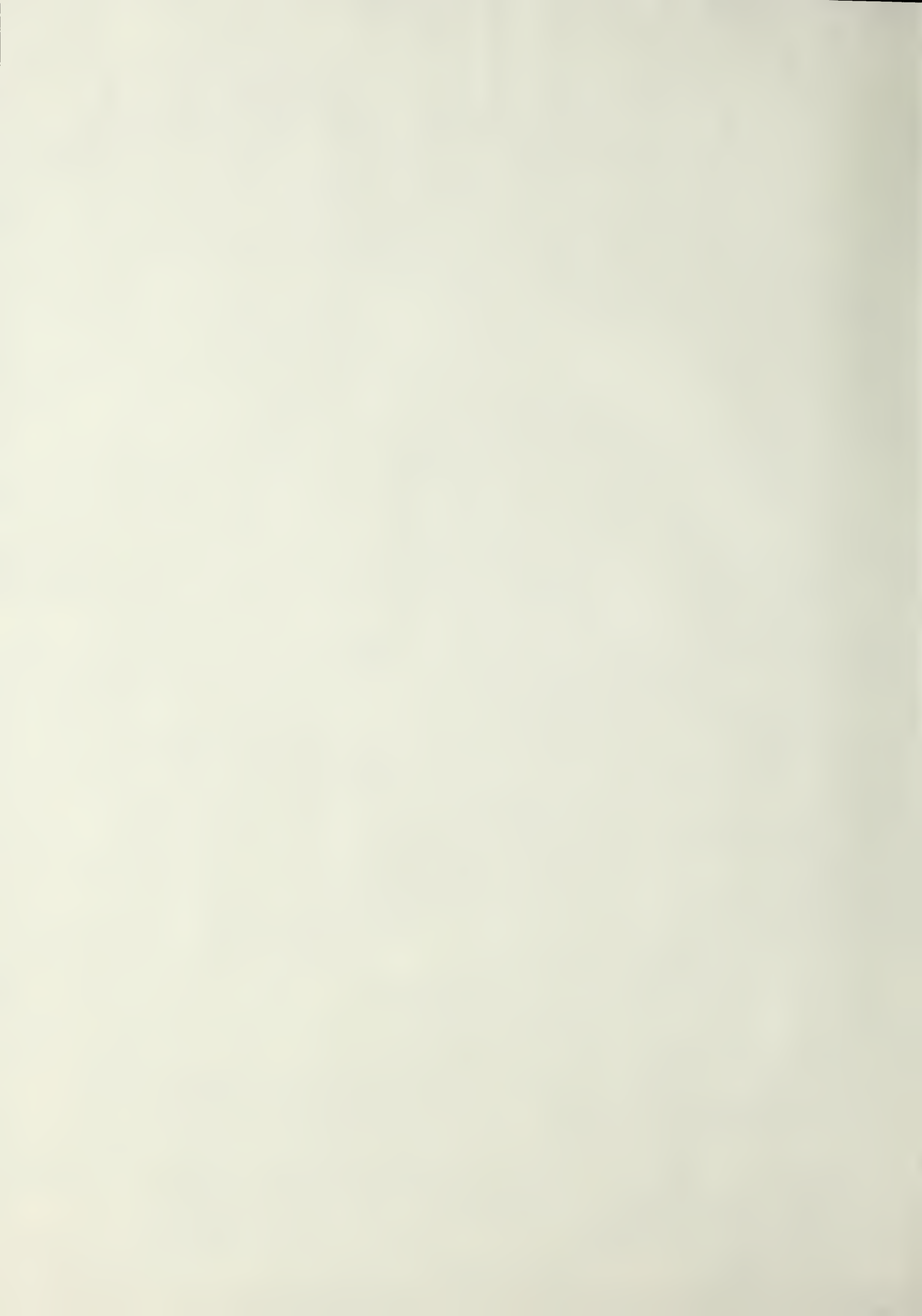




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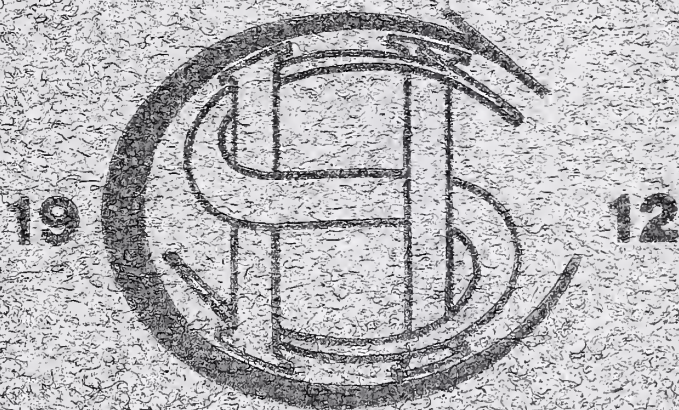


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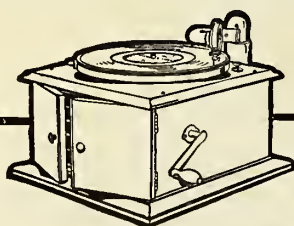
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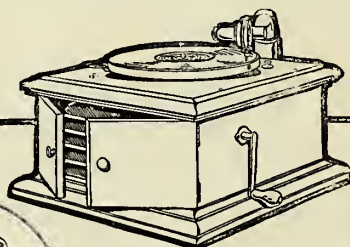
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CHESTERTON AND PORTER

The Graduate

May, 1912.

Vol. X.

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Oliver Reese..President and Business Manager
 Claude Brown....Assistant Business Manager
 Edna Erickson.....Editor
 Clara Kossakowski.....Assistant Editor
 Ivy LaHayn.....Secretary
 Flossie PelhamTreasurer
 Mildred Shaner.....Assistant Editor
 Ernest Pillman...Assistant Business Manager

We, in publishing this book, endeavored to make it as comical as possible and have brought some names into it. We hope that

those whose names are used will not be offended in any manner and will enjoy our book.

A FORE WORD.

We have attempted to make this publication our best effort, and believe we have reached this end. May it be a source of pleasure to all! Remember also, that it is through the assistance of our business men that this book is published. If offending things are found by anyone, please do not take them to heart.

Thus we submit to the world this book, our Annual.

The Editors.

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DEDICATION.

We, the members of the Senior Class of the Chesterton High School of One Thousand Nine Hundred and Twelve, dedicate this, our annual to the future Seniors, hoping that they will gain a deep insight into life.

Calendar for 1911 and 1912

SEPTEMBER.

Sept. 4—First day of school. Just two Senior boys present. Seniors wish is fulfilled as the new principal is a young man.

Sept. 5—First day of hard work. Pleasant ?? warning of the coming year's work. Senior boys start the year right by treating Senior girls.

Sept. 6—Much needed vacation given.

Sept. 7—Question: What makes the weather so gloomy? Answer: Two Seniors have not yet returned to school. All the new books are here. Making up excuses isn't an easy matter now.

Sept. 8—Senior boy has a hair cut. Some others better take example. Freshies think Friday is about the best day of the school week. Poor Freshies, they have yet to learn the pleasures of going to high school.

Sept. 11—Sun is shining brightly today; one of the absent Seniors returned. Principal forgets to come to English class. A sample of Sophomore English: Harold: "I aint in the Latin class." A Senior girl needs her glasses changed, for she persisted in saying that a certain priest was jealous when, poor fellow, he was only zealous.

Sept. 12—Everything sailing along nicely.

Sept. 13—Any one here seen Oliver? Senior girls call out in Physics, "O Gee I don't see how you get that." Juniors realize the importance of Seniors in Laboratory door-way.

Sept. 14—Wonder why a Senior girl wants to have shorter lessons assigned for Thursday when she does her studying at home? Is it because of Wednesday night? Returned sailor gives interesting talk for morning exercises.

Sept. 15—Wonder why Senior girls are so sleepy today? Latin teacher asks Sophomore boy to tell the number of declensions. Boy answers: "Why! the same number as yesterday."

Sept. 18—Sun is shining very brightly today as the other Senior returned. Junior girls say to Mr. Dexter, "O Kiss Us" (Oecisus).

Sept. 19—Sophomore declares in English class, that when she feels like it, she can get anything. Happy girl. Seniors decide to give a play.

Sept. 20—Senior boy goes up in the air over a problem. He mistook a problem concerning a ship, for one concerning a balloon. Seniors have a meeting with their usual quietness.

Sept. 21—Mr. Dexter promises to take two Sophomore girls to the circus. Wonder where we come in?

Sept. 22—Mr. Goldsborough says that an educated man is one who knows what he ought to do, when he ought to, and can do it whether he wants to or not, and Oliver declares he can quit school any day then.

Sept. 25—Seniors and Juniors have a laughing spell and attract the Principal's attention.

Sept. 26—Leslie says that chairs are made to hold one, but are sometimes occupied by two. Has he had experience? Latin teacher gives Geneva a penny for giving infinitives correctly.

Sept. 27—Little Sophomore girl stumbles over Seniors feet. Beware of the mighty Seniors.

Sept. 28 and 29—All enjoy privilege of writing on tests.

OCTOBER.

Oct. 2—Test papers returned. Fourth year English receive compliments (?) on papers. Mr. Goldsborough informs Phon. 4, on their way to the Laboratory, that it is warm down below as there is a fire. Didn't we know it?

Oct. 3—A Senior boy tells Miss Swanson that he remembered seeing the Viking Ships at the World's Fair. (What a memory!) Sophomores have a religious fever, as they are all studying the Bible.

Oct. 4—Senior girl says there is a class of people called men. Mr. Dexter tells Jocy it isn't pay day. I wonder why.

Oct. 5—Here's one for the Freshies: Mr. Goldsborough says that he would expect Freshmen to chew gum, but not the Seniors.

Oct. 6—Mr. Dexter, getting confused in his English, says, "I think you all can get on this side board." Perhaps a Junior boy wouldn't wiggle his ears if he knew that by doing so, he gave us the idea that he still retained those cords which his forefathers (monkeys) possessed.

Oct. 9—First number of the Lecture Course.

Oct. 10—Every one complaining of a pain in his saw-dust. It could be truly said of Claude he was always chewing gum. Jenny has the giggles.

Oct. 11—Miss Klose gives a first singing lesson.

Oct. 12—Sophomore getting absent-minded goes home without his hat. Columbus Day, a new holiday. We fail to celebrate.

Oct. 13—First visitors of the year visit school.

Oct. 16—Senior boy absent. Jennie giggles again. Did any one get caught in the shower? Why should it rain so dreadfully between four and five o'clock?

Oct. 17—Mr. Goldsborough explains some

trigonometry to the Seniors and Juniors after school.

Oct. 18—Why does Ed Nagel forget to go to typewriting? Is it because he likes to see Miss Long chase him around the room?

Oct. 19—Nothing new. Jenny giggles again.

Oct. 20—Sophomores think newspapers are important because they tell about the fashions. Oliver couldn't tell the difference between a pretty girl and a beautiful girl, but Ernest could. I wonder why? Ex-Senior visits school. Senior boy says he is like Caesar, for he can carry on seven wars and write seven different letters to seven different people in seven different languages.

Oct. 23—Claude says in U. S. History that the president is the executive department. Oliver came in late to Cicero class. I wonder why? Just look at his new shoes. Question of the school. What will cure Jenny of the giggles?

Oct. 24—Senior girl sits on the floor. Senior girl says, "the ball would bust." (If Mr. Dexter could only have heard her).

Oct. 25—Singing this morning. Joseph says women are better than men. Every one knows that.

Oct. 26— Cause and effect.

Tests and sour looks.

Oct. 27—Continuation of the preceding day.

Oct. 30—Boys have private singing lessons. Hiram returns to school. Ernest leaves home at 9:25 and gets to school at 9:15. That's going some Ernie.

Oct. 31—Mr. Goldsborough gives interesting talk on Hallowe'en. Oh! you sneezer. Mr. Dexter says he wants us to have grades that we would not be ashamed to show the angel Gabriel.

NOVEMBER.

Nov. 1—Some show effect of too much Hallowe'en. Oh! you baby Junior. Couldn't you find anyone, but little boys to associate with on Hallowe'en, Leonard? Oliver coins some new words in history class. What does interpreted mean and who are populants? Miss Swanson better teach Oliver the difference between Sir and Mam.

Nov. 2—Some of the Seniors have a lunch in school. They don't even have time to eat at home.

Nov. 3—Oh! Ralph what's the matter with your face? Poor Henry goes into singing all alone.

Nov. 6—Monday again. Leslie hands Mr. G a lemon. Ernie takes a nap in school. Where were you last night Ernie? Ernest says the reason he is sleepy is because the molecules in his eyes did not move fast enough last night.

Nov. 7—Mr. D. in English class asks Claude if he will loan him Five Dollars. Does he think Claude is a millionaire's son? Seniors resolve they know more in history than last year's class. Leonard wants to know if the plural of snow is snow-storm.

Nov. 8—Singing. Edna says Jerry and Marshall were sent to France. It ought to have been Jerry the Marshall. Claude forgets to sneeze. Miss Swanson forgets Seniors history lesson, they forget also. The guinea hens have commenced their sweet songs.

Nov. 9—Senior girl says, "Did he wrote that?" (Mr. D. was out of hearing distance).

Nov. 10—Sophomore girl thinks every woman should learn to keep house so she won't have

leg of mutton one day and leg of beef another day.

Nov. 14—Claude sings "All Alone" as he is the only boy in history class today.

Nov. 15—Seniors are entertained at a birthday party. Sophomore girl thinks we should have good roads so the farmers' wives will not scold their husbands when they track mud in the house. Jennie entertains the pupils and teachers at noon, with her verses, of which she knows a goodly supply.

Nov. 16 and 17—Examinations for the grades. Poor children.

Nov. 20—Listen my children, and you shall hear, the teacher talking Latin so clear.

Nov. 21—Flossie asks how to spell such simple words as "steel" and "yard." Think of it.

Nov. 22—Leila thinks supplementary reading ought not to be encouraged. We agree with you there, Leila.

Nov. 23—Everyone is singing. OH! those rests.

Nov. 24—Ruth Wheeler, a member of the class of 1913, now a member of the Crisman High School, visited school. Oliver says he is much obliged to see her. Mr. Marquardt takes the pupils around in the new buildings.

Nov. 27—Senior girl tries the teacher's life.

Nov. 28—Oh! such a rainy day! Pupils of the seventh grade are well satisfied with their new teacher. A bright Junior suggests giving Jenny a noiseless giggler.

Nov. 29—Singing. Oh! those giggling sophomores. One lone Senior girls at school this afternoon. Edna still teaching.

DECEMBER.

Dec. 4—Two new pupils enter school. Welcome to our C. H. S.

Dec. 5—All enjoy lecture by Dr. Chase.

Dec. 6—Mr. G. takes a dish of salt with him to the laboratory to salt down the Junior. (during Chemistry Class). Mr. Marquardt says that he never was so mad as he now is at the Seniors. Mr. D. has declared war on whispering and will fight it to its death.

Dec. 7—Scott appears at school with a diamond ring upon his finger. It isn't Leap Year, Scott.

Dec. 12—Mr. G. wishes the pupils to be careful not to make any unnecessary noise, and turn square corners.

Dec. 13—Senior girl absent-mindedly throws her purse into the waste basket. Foolish child.

Dec. 15—Mr. D. gave himself away in English 4, by telling Oliver that he has not been out in the moonlight enough to know how to use adjectives properly. Evidently Mr. D. has.

Dec. 18—Ernest still absent. Oliver says he is pressing hay. What was it last time, Ernie? Shucking corn?

Dec. 20—Sophomores seem rather tired today. Poor children, their two miles walk last night was too much for them. Seniors and Juniors had a dandy bob ride last night.

Dec. 22—Last day of school this year.

Two weeks vacation.

JANUARY, 1912.

Jan. 8—Back at school again. Oh the dust!

Jan. 9—Pupils and teachers show their ability as housekeepers. Third number of the lecture course; Julius Caesar Nayphe.

Jan. 10—First day of semi-annual examinations.

Jan. 15—Ernest puts on a white collar and comes to school an hour late.

Jan. 16—Miss Long takes advantage of Leap Year and locks a man up in her room.

Jan. 17—Mr. G. gave a lecture this morning. Lectures are quite a common thing lately.

Jan. 22—Seniors and Juniors have commenced to practice their class plays.

Jan. 24—Resolved that it is one of the unwritten laws of the constitution that Sophomore boys should not tempt Senior girls to steal apples during Civics class.

Jan. 25—Poor Juniors, when will they learn the sequence of Tenses? Soon we hope, or Mr.

D. will get gray hairs. Some Senior and Junior girls lose their dignity and go coasting.

Jan. 26—Claude says the reason there is corruption in giving out pensions is because some men do not notify the government when they die. Oliver says Philip II of Spain wanted to marry Mary Tudor of England, so that he could get England into the family.

Jan. 29—Flossie absent-mindedly turns a vessel of water over in Physics Class to see what was written on the bottom.

Jan. 30—Where are all the missing girls? Gone to the Farmer's Institute to be sure. Watch out for the good crops next year. Notes on Panama Canal this morning.

Jan. 31—Question: Who knows her Cicero lesson? Ans. Why Ethel to be sure. Question: Wherefore does she and the others not? Ans.: Because the others were not faithful yesterday.

FEBRUARY.

Feb.—Oh! you new school house. Oh! you Valpo ideas. All our bright hopes have fled. We thought the new school house would be a seventh heaven, but instead a ———.

Feb. 6—Why such gloomy faces surround us? Because the teachers think the C. H. S. room an ornament.

Feb. 7—Oh there's music in the air. Everybody is happy even if we do have to sit like mummies. There are other ways of communicating besides whispering.

Feb. 12—Lincoln's Birthday. Seniors resolve that passing books is not communicating in any way.

Feb. 13—Unlucky number proves itself true in the case of two Seniors.

Feb. 15—First test of Second semester.

Feb. 16—Continued program.

Feb. 17—Great excitement over coming plays.

Feb. 21—Mr. D. "Ivy, tell us what Daniel Webster was noted for?" Ivy (calmly) "He wrote the dictionary."

Feb. 26—Why is the day so gloomy? One of the Seniors is absent. The library table seems to be quite popular.

Feb. 27—Flossie said in M. & M. History class that King Charles tried to put down the Resurrection (meaning Insurrection) in Ireland. Oliver says when he has completed his high school course he is going to plunge into Matrimony. Brave boy.

Feb. 28—Tomorrow is the great day; the day of the plays.

Feb. 29—Miss Klose was married today. Pupils rejoice.

MARCH.

March 3—Seniors are thankful this is their last year. Why did the Seniors and Juniors stay in? Not for communicating, I am sure.

March 4—Expected lecture did not come.

March 5—It came. What came? Why the lecture to be sure. Long expected rings arrive.

March 6—Teachers establish the principle of divine rights of kings in school. Resolved that we must all be dummies and not even know the language of the deaf and dumb.

March 7—Commonwealth Quartette much enjoyed last night. "My hands are cold and nobody loves me," cried a poor sophomore girl. Wise Senior: "You can sit on your hands and Mr. Dexter loves you, or he would not keep you every night after school."

March 11—Lost, strayed or stolen, Clarence's pompadour.

March 12—Promised rules are read.

March 13—Mr. D. kindly informs us that the rules are only requests. What would be the result if one of the requests were broken? Why we would be kindly commanded to stay after school.

March 14—A Sophomore girl wants to know if White's People's Dictionary is for white people only. Ivy has a string on Roy. Scott is rushing St. Patrick's Day. New window shades arrive.

March 14, 15—Tests.

March 18—Ernest stays home to get his shoes mended, poor boy. Flossie says in Civics Class that she doesn't want Theodore R. to run for President for she is afraid he will be killed if he is re-elected.

March 20—The Sophomores challenge any other class to a debate. Considerable praise by the faculty makes some classes think they can do wonders. The faculty have great hopes in the Sophomores. Discussion for next Tuesday morn, "The Recall," by the Seniors. Miss Swanson, "What is a consul, Mildred?" Mildred, (absently): It's a man."

March 21—Mr. Dexter comes to school with weak eyes, as a result of reading Fern's oration. Claude is a privileged character, he sits on the 2nd row with the girls, while poor Oliver sits on the front seat all alone.

March 22—Miss Swanson asks the Civics Class if they do not remember when the wild-cat banks were in existence. Everybody said "Yes." What a good memory everybody must have!

March 26—Seniors take a vacation.

March 27—Mr. D. teaches pupils several new songs. Is he rejoicing because the Seniors returned safely from their long needed vacation? Let us hope so.

March 28—Claude sneezes again. Unfrequent ? occurrence.

March 29—Mr. G. advises Oliver to go to bed early as he seems sleepy.

April 1—Who enjoyed the candy Mabel brought? The Sophomores.

April 2—Mr. D. asked Ernest in English Class if he went to the show last night? Fess up, Ernie. You weren't the only one that was there.

April 3—New custom established in school. Principal does away with the morning exercises.

April 4-5—Vacation as the teachers attended convention held in Chicago.

April 9—Great event today. The janitor is washing the windows in H. S. Room. Claude in describing an arc light said: "You place two carbon rods together a short distance apart." Show us how Claude.

April 10—Ivy gets stung by a box of candy. Mr. D. tries to see if he can understand the joke, but his efforts are in vain. Junior boy tries to fall out of his seat. Why don't you do it more gracefully, Raymond?

April 11—Great excitement, Fern has the giggles.

April 11—Boyville band from Gary gives entertainment tonight.

April 15—Everyone seems to have spring fever but the Seniors.

April 16—What makes the Juniors so quiet this morning?

April 19—Mr. D. and Sophomores attend play of Merchant of Venice.

April 20—Juniors attend play Macbeth.

Jokes

Why do the leaves on the trees turn red in the fall?

They are blushing to think how green they have been all summer.

A teacher received the following answers to examination questions:

Noah's wife was Joan of Arc.

Lava is what the barber puts on his face.

A blizzard is the part of the inside of a chicken.

Miss Long to eighth grade Geography class: Where does everything come from?

Smart boy: Michigan.

Miss Long: Very good.

The Juniors are not going to Hades this year. There's a reason.

Oliver said that Mr. G.'s head reminded him of heaven, because it is a bright and shining spot, and there is no parting there.

To illustrate that the word "that" could properly appear in a sentence six consecutive times and still make correct English, this instance is related.

A boy wrote on the blackboard, "The man that lies does wrong."

The teacher objecting to the word "that," the word "who" was substituted. After school one of the older scholars slyly wrote this sentence underneath the first:

"And yet it must appear to the reader for all that, that that 'that' that that teacher objected to was all right, at that."

Social Functions and Class Plays

The following plays were given on February 29. The characters of the plays were as follows:

THE OBSTINATE FAMILY.

Mrs. Harwood	Flossie Pelham
Mr. Harwood	Ernest Pillman
Mrs. Harford	Ethel Rosenquist
Mr. Harford	Leonard Ruggles
Lucy, the maid	Ivy LaHayn
James, the Butler	Oliver Reese

A STEW IN A STUDIO.

Cast of Characters.

Olive Green	Geneva Weiss
Orville E. Rich.....	Scott Robbins
Rose Madder	Fern Mabin
Vere de Vere Million....	Raymond Broekmiller
Si Enna	Claude Brown
Flynn, Policeman	Roy Drowty
Surgeon	Theodore Johnson
Magistrate	Clarence Bennett
Sergeant	Walter Magnuson
Anna Mation	Clara Kossakowski
Kitty Duffy, the maid	Mabel Richardson
Guests.....	Henry Rhoda, Edward Nagel

Sept. 14—The Senior girls surprised Miss Flossie Pelham. Games and music, besides the well prepared lunch helped to make the evening most enjoyable.

Nov. 17—Miss Mildred Shaner very pleasantly entertained the Seniors. All reported having had an enjoyable time.

Dec. 19—Seniors and Juniors enjoyed a moonlight sleigh ride.

Jan.—Miss Ivy LaHayn pleasantly entertained the Seniors. All had a most delightful time.

Feb. 5—On this date the Seniors were enjoyably entertained at Miss Edna Erickson's. All expressed their intention of returning the next year.

Class History

On the 31st day of August, in the year of our Lord, one thousand nine hundred and eight, there appeared before the field of educational activity, at Chesterton, Indiana, twenty-three Freshmen, who came there for the purpose of preparing themselves to face the difficulties which they might meet in later years. Of these, fifteen took up their course of study in the Latin Course, and the remaining eight pursued their studies in the Business Course.

During the year we worked hard and made good progress, but were much disappointed at losing some of our members before the term was over. Among those who dropped out of the class during the term were Esther Peterson, Bertha Slont, and Margaret Anderson. The latter, after attending a few weeks, was forced to leave school, because of ill health, much to the disappointment of the class. Henry Rhoda, who having attended school about six weeks became afflicted with spring fever and left us, returning to school the following year. Leonard Busse completed the first semester, and accepted a position in a Chicago Bank. Thus ended the first year's excitement with timely happenings of little note.

At the beginning of our next school year, we returned only to find that two more of our number had dropped out; Jennie Vedell and Joseph Middleton, the former accepting a position as clerk in one of the stores.

However, Claude Brown, formerly a student from the Advance, Indiana, High School, and Edward Dalke from Valparaiso High School joined us. In December 1909, Georgia Green and Elivera Hillstrom left us, the former having formed a matrimonial alliance, and the latter accepting a position in the Post Office. Later in March 1910, Walter Isaacson, having

found employment, left us. And, much to the sorrow of the class, Dean Babcock, one of the most diligent and active scholars of the class, was called to the Great Beyond, on the 27th day of April, 1910.

When we returned in the fall of 1910, we found that Agnes Reese and Miller Rollo had left us, the former desiring to promote her talent in music in Chicago. The latter is attending a military school in Kentucky. However, in the beginning of the term, Georgia Landrigan was added to our class roll, but after the first semester, she moved with her parents to Bunker Hill, Ind. Some of the boys, especially, grieved over her departure, but finally two of them consoled themselves by claiming her laboratory apron. Toward the close of the year, the boys of this class, and the girls of the class of 1911, were engaged in a confusion, the boys winning. The year ended by our giving the class of 1911 a reception.

When we came back in the fall of 1912, as dignified Seniors we were informed that Edward Dalke had left us and was attending the Gary Business College. Edward Nagel, who fell behind a little each year, at last left us, perhaps because he did not like our company, the exact reason we do not know. He will graduate with class of 1913.

Harry Charlson, one of our best students, on account of sickness, was unable to return until two weeks had elapsed, and then he returned only to stay with us a short time, as he was forced to leave because of sickness in the family. We all regreted to see our noble President leave us. He now has a good position in Indiana Harbor.

After the first semester, this term, we moved into the new building.

For Fast Reading the B's Have It

For Fast Reading the B's Have It.

Bill Brown's babyish brothers, both being bad boys, bamboozled Bartholomew Braham by breaking Bernice Braham's beautiful bamboo bonbon basket. Bernice, being Bartholomew's brother, became belligerent, because before Bill's bad brothers broke Bernice's beautiful bonbon basket both began behaving badly by besmearing Bartholomew's best booking binding. Therefore Bartholomew beat both Browns badly, and both Browns, being big babies, began boohooing.

She—She told me you told her that secret I told you not to tell her.

He—The mean thing! I told her not to tell you I told her.

She—I promised her I wouldn't tell you she told me, so don't tell her I did.

FAMOUS SAYINGS OF NOTED PEOPLE.

Mr. Dexter—"Just So."

Miss Long—"You must practise and practise and practise."

Miss Klose—"You must think high."

Oliver Reese—"Put that in the calendar."

Mr. Goldsborough—"Think it over."

Flossie Pelham—"Well, my land."

Ivy LaHayn—"Oh! My Scott."

THE KISS.

A kiss is a peculiar proposition,

Of no use to one, yet absolute bliss to two.

A small boy gets it for nothing, the young man has to steal it, and the old man has to buy it.

The Baby's right, the lover's privilege, the hypocrite's mask,

To a young girl, faith; to a married woman, hope; and to an old maid, charity.

DRY HUMOR.

The Governor of Maine was at the school and was telling the pupils what the people of different States were called.

"Now," he said, "the people from Indiana are called 'Hoosiers,' the people from North Carolina 'Tar Heels,' the people from Michigan we know as 'Michiganders.' Now, what little boy or girl can tell me what the people of Maine are called?"

"I know," said a little girl.

"Well, what are we called?" asked the Governor.

"Maniacs."

The Faculty



Mr. F. M. Goldsborough, Superintendent.

“Work, work, work, from the dawn until the sun.”



Mr. G. Dexter, Principal

“Tho’ modest, on his classic brow Nature has written ‘Gentleman.’ ”



Miss Long, Commercial Teacher

“A silent woman, she wore a look of wisdom from her birth.”



Miss Swanson, History Teacher

“Gentle of speech, beneficent.”

Ambitions of Certain People

Mabel Hollar—To make as much noise as possible.

Claude, Ernest and Oliver—To see who can chew gum the fastest.

Anna Kreiger—To wear big rosettes.

Jennie Cohen—To giggle.

Harold McIntosh—To speak loudly.

The Teachers—To see how many pupils they can keep after school.

Faye Dillingham—To be as quiet as possible.

Ethel Rosenquist—To attract attention.

Mr. Dexter—To be able to spend an hour after school each night and gaze at the well beloved (?) faces of his pupils.

Flossie Pelham—To hold hands with Ivy.

Clara Kossakowski—To throw notes without appearing guilty.

Ivy La Hayn—To be loved by Flossie.

Carl Miller—To remain after school as often as he can.

Gerald Krausgill—To spend the afternoon at the library table, gazing.

Claude Brown—To be slow.

Seniors in general—To let lectures come in at one ear and go out the other.

Teachers—To get rid of the Seniors as soon as possible.

Mildred Shaner—To please Miss Long.

Edna Erickson—To stay in the High School at noon hour.

Sophomores—To be the banner class in the Tuesday Morning Exercises.

Freshmen Class—To be noisy.

Juniors—To become as great as the Seniors have become.

Fern Mabin—To startle the pupils by suddenly laughing out loud.

Henry Rhoda—To keep his hair curly.

Scott Robbins—To become the president of the U. S., for which office he is now preparing.

PECULIAR CHARACTERISTICS.

Claude's—Ability of mocking people.

Mildred's—Ability to make people laugh.

Miss Swanson—Desire for further information obtained from other books.

Edna—Power of remaining sober.

Ernest—Habit of coming too late for singing.

Harry—Power of being all wise.

FAVORITE PASTIMES DURING SCHOOL HOURS.

Mildred's—Humming.

Jenny's—Giggling.

Leonard's—Wiggling his ears.

Claude's—Sneezing.

Decrees of Fate

Oliver Reese.

Dear Classmates:

'Twas only yesterday that you requested me to consult the oracle concerning our fate, as a class. I visited the oraele yesterday night and waited for a reply. My reply came in a soft harmonious echo, "Class of 1912, C. H. S., volume five hundred and ninety two, chapter seventy nine, 'Fate of the Living.'" I entered the labyrinth, where the library of these ponderous volumes, were placed. Lighting a candle on entering the library, I at once began to look for the volume designated to me by the oracle. After finding the desired volume, I hastily turned to the seventy-ninth chapter, and, classmates, my heart fairly jumped from my breast, as my eyes rested upon the headline to this chapter, "The Fate of the Class of 1912, Chesterton High School." Under the headline was this quotation, "Toil is the lot of all, and bitter woe the fate of many." Surely this is true with us. I will now attempt to tell each of you, briefly, what I read of your fate. "Ivy", you were the first vietim. After finishing High School, you enter college to complete geometry. You finish your course with no honors. Then you decide never to look into another book, so you begin work as a seamstress. Acquiring a large fortune, you decide to marry, but you have to wait three years, until the next leap year. Alas, the following year, you will be a widow. This title you will carry with you until your death in 1975.

Ernest, your fate came next. You think you have won enough laurels, after finishing high school, so you do not pursue your studies further. Your only regret is that you have no more problems in Physies to conquer. You will never become rich because you will spend all your money on girls, but still you are to remain a bachelor. At fifty, you have all your Titian colored hair jerked from your head because one of your girls does not like its color, and after all this misery, she jilts you because you are bald-headed. You live in a house beside the road and you are a friend to man. You will die happy in your seventy-third year.

Clara, do you desire to hear of your fate? It is true that one year after leaving High School, you are married and thus do not meet with the experiences some of your classmates meet with. You will be happy in domestic life, never have to meet your husband at one o'clock a. m. with the rolling pin, nor throw the cream pitcher at him, when he politely asks you how many eups of cement you used in baking those biscuits. In fact, the whole of your life will be one of peace. You will live long enough to see your grand-children play the role of pedagogue.

Classmates, my heart was in my mouth, when I found my name the next in the list. In fact, I felt just as all feel when they ask their teacher if they have passed. After leaving High School I have no thoughts of the future and enter a university, a year later. I remain here only two years because I read of an article which said that the average college man is only worth six dollars a week, and I knew already where I could earn five dollars a week, so I embark upon life's sea. I hold this job for fifteen years, at five dollars per, and when my boss offers to raise my wages to six dollars per week, I fall in a dead faint, and am not able to return to work. As a result of this fright, I am unable to do any kind of manual labor. I travel extensively in the southern part of Europe to regain my health. Returning north again in 1945, I am married. While placing lightning rods on my mansion one stormy day in 1969, I will be struck by lightning and instantly killed.

Edna, because of your uncontrolable love for study, you enter a normal school preparatory to teaching school but alas, you marry a few weeks after finishing your normal course. You spend your honey moon travelling across the Sahara Desert. On returning home, you and your husband will settle on a large ranch in New Mexico, five miles from the nearest habitations and fifteen miles from any village. How long you will live there, I do not know, for here your history abruptly ended.

Claude, you are destined to be a traveling salesman. After leaving High School, you become an agent for a soap factory. After peddling soap for a few years, you save enough money, by living cheaply, to buy out the firm. A few years after you become head of the firm, it becomes bankrupted. But luck is with you for John D. Carnegie will donate you enough money to begin business again. About ten years later you take your oldest son into the firm and now it will be known as C. W. Brown & Son. Until your death you will be actively interest in the soap business.

Mildred here's what I read concerning your fate. Mildred Shaner finishes High School at Chesterton in 1912. She then enter a university in the southern part of Florida. Completing her course here, she will cross the waters to study music in Berlin. In 1925 she returns to the United States to teach music. Her pupils are mostly professors in music, who desire to still broaden their musical abilities. She is also a staunch suffragette and for this reason will never marry. When she dies, she will bear the title of being the oldest woman in her native state.

Flossie, you were the last in this list of fame. After leaving the High School you enter a

school for girls in Kalamazoo, Michigan. No, it is not a reform school, but instead, a school where domestic science is taught to the advantage of those who desire to marry before they have learned it at home. You finish this course in six years. Then you will go to Paris to teach some of the best French chefs how to Cook. Yes, you will marry and your husband will also be a chef, so that perhaps he can do the cooking, while you go out visiting and come home late. You will be to your husband as Joan of Arc is to France; practically the bread winner of the family. Upon the death of your husband, you will take your children back to the United States and will place them in an orphanage, while you earn a livelihood by cooking in a prison. You will die at the ripe old age of one hundred years.

Closing the volume, I had just been reading and placing it back on the shelf, I wiped the cold sweat from my brow, and glad that our fate was not worse, and that all anxiety was swept away, I left the labyrinth to return home to write you all that I had read. Now hoping that no suicides will be committed by any of you, I will submit this decree of fate to you.

Modern Arithmetic

He was teaching his girl arithmetic
He said that was his mission.
He kissed her once, he kissed her twice,
And said, "Now that's addition."

And while he added kiss to kiss,
With joyful satisfaction.
He stopped to catch a few from her.
And said, "Dear, that's subtraction."

And still they lingered there to kiss,
With mutual elation,
The bold lad doubled up the sum
And said, "That's multiplication."

Her father came and raised his boot,
And snorted in derision,
That chap struck earth two miles away,
Pa said, "That's long division."

The Class of '12



ERNEST PILLMAN
"A well re(a)d boy."



EDNA ERICKSON
"She is as good as she is learned."

The Class of '12



MILDRED SHANER

"Be good, sweet maid, let who will
be clever."



OLIVER REESE

"A noisy, forward, interesting boy."

The Class of '12



CLAUDE BROWN

"A jolly fellow, and a boy of better heart
I know none."



FLOSSIE PELHAM

"To teach the young idea how to
shoot (paper wads.)"

The Class of '12



CLARA KOSSAKOWSKI

"She speaks, behaves and acts just as
she ought."



IVY LaHAYN

"She strove the neighborhood to please,
with manners wondrous winning."



In Memoriam

From strength and friendship, this,
A life, so sweet and pure,
Was taken to that Heavenly Home,
No sorrow to endure.

We miss Dean's shining face;
We miss his cheerful way;
And yet, we know, he's joined a class
Of angels in glad array.

We cannot help but see him yet
As he shared his sweetest love;
And now we strive to join with him
Our Teacher above.

Members of the High School

NINTH GRADE.

Latin Course.

Fred Hyde	Edward Peterson
Gerald Krausgrill	Mildred Dillingham
Grace Frame	Alice Middleton
Carl Miller	Leonard Rosenquist
Helen Ruggles	Lydia Brockmiller
Galen Brown	Roy Wiseman
Florence Johnson	Clara Nelson

Business Course.

Raymond Charlson	Helen Reese
Alice Halgren	

TENTH GRADE.

Latin Course.

Jenny Cohen	Martin Nelson
Carl Sward	Hiram Green
Elsie Nickel	Martha Granbman
Anna Krieger	Alice Charlson
Joseph Stephens	Oliver Johnson
Mabel Hollar	Leslie Weiss
Ralph Green	Leila Reese
Selma Linstead	Ebba Johnson

Business Course.

Harold McIntosh	Faye Dillingham
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ELEVENTH GRADE.

Latin Course.

Scott Robbins	Mabel Richardson
Geneva Weiss	Fern Mabin
Leonard Ruggles	Theodore Johnson
Ethel Rosenquist	Raymond Brockmiller

Business Course.

Walter Magnuson	Roy Drowty
Edward Nagel	Henry Rhoda
Clarence Bennett	

TWELFTH GRADE.

Latin Course.

Ernest Pillman	Edna Erickson
Flossie Pelham	Oliver Reese
Clara Kossakowski	Claude Brown

Business Course.

Mildred Shaner	Ivy LaHayn
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Last Will and Testament of the Class of 1912

In the name of his Majesty, the President of the United States; in the name of his Excellency, the Governor of Indiana; and in the name of his Honor, the Marshal of this town, Amen.

We, the Senior Class of the City of Chesterton, County of Porter, of the State of Indiana, being somewhere between seventeen and twenty years of age, and being of sound mind and memory, do make, publish and declare this our last will and testament, hereby revoking and making null and void all other last wills and testaments, by us made heretofore.

FIRST: Our will is that all our just debts and Funeral Expenses shall be paid out of our estate as soon after our decease as shall be found convenient.

SECOND: In consideration of the fact that the present Juniors will next year take our places, we think it wholly just and proper that we should bequeath to them the right to be regarded as the wisest, most important, and most distinguished looking class of the school.

THIRD: We must cheerfully bequeath to the Freshmen our fondness for study. We have noticed that this sentiment is generally lacking during the greater part of their first year of High School. Although they are strangers to us, we make this bequest cheerfully, and hope they will accept the benefaction kindly.

FOURTH: We give to our successors, especially the Sophomores, copies of our first term's geometry grades. We suppose that they intend taking up this subject in the second year, and no doubt, it would help them greatly, and be a wonderful incentive to have our grades always before them.

FIFTH: To Mabel Hollar, Elsie Nickel, and

Martha G., the right to sit together and whisper as long a time as desired.

SIXTH: To Joseph S., fat reducing tablets.

SEVENTH: To the C. H. S., our share in the mirrors.

EIGHTH: To Miss Long a clock that has no alarm.

NINTH: To Scott and Raymond, some other place than a studio to propose.

TENTH: To Mr. Dexter, the right to stay after school as long as desired, with those who do not obey requests.

ELEVENTH: To Martha, a front seat next term.

TWELFTH: To the baseball players of all the classes, we give the ball diamond which is situated on the west of the school, and which is in such good condition. To the young lady athletes, especially, do we bequeath the elegantly equipped basket-ball gymnasium. This gymnasium was first thought of last year, and at the present time, it is about as fully developed as it was then.

LASTLY: We bequeath to the members of the school board, our photographs, together with a short biography of each member of the class, and as a last request, we wish them to have them framed and hung in a suitable place so that anyone so desiring can read the biographies, and look upon the faces of the late class of '12.

IN TESTIMONY WHEREOF, we have set our hand and seal, to this, our last Will and Testament, at Chesterton, this 23d day of May, in the year of Our Lord, One Thousand, nine hundred and twelve.

Senior Class.

Modern Geography.

A class of boys averaging about 12 years of age was recently given an examination in geography. Among the questions was the following:

Name the zones. On looking over the papers the teachers found the following: "There are two zones, Masculine and Feminine. The Masculine is either temperate or intemperate and the Feminine is either torrid or frigid."

A Tribute to the Old School Bell

How dear to my heart are the scenes of my
childhood,
The scenes they were, mostly that greet us
to-day,
The little Primary how dearly we loved it,
Where we learned to count six, and could tell
B from A.

Then on to the Second Room, quickly we
hastened,
To be with Miss Murphy that teacher of power
Here wonderful wisdom and knowledge was
taught us,

At the sound of the bell, we knew what was
the hour.

The old high school bell, the sweet toned high
school bell,

The dearly loved school bell, that hangs in the
tower.

Now on to the Third Room, how swiftly we
glided,

To the Fourth—To the Fifth—and the Sixth
saw us next,

We began here to feel, Life was not all a
pleasure

Such difficult lessons, we were oft sorely vexed,
But amid all the trials which then did sur-
round us

And cause us to wish for the good closing hour,
We anxiously waited and counted the minutes,
Till the old high school bell rang out, at each
night and noon-hour.

The old high school bell, the sweet toned high
school bell,

The dearly loved school bell, which hangs in
the tower.

We paused at the Seventh, for one short year
only,

So anxious were we to reach the eight grade,
This we did in good time, and by long and
hard study

Succeeded in Exams, with a fair average made.
How proudly did we, then, receive our diplomas
The emblem of knowledge, and to us of great
power,

And still the one faithful and never unchanging
Same bell, pealed forth, the glad news from the
tower,

The Old High School Bell, The Sweet Toned
High School Bell,

The Dearly Loved School Bell, which hangs
in the tower.

With fear and much trembling we entered the
High School

Our pride now had vanished, we felt Oh, so
small,

But teachers at length kindly came to our
rescue,

And helped us to master some subjects, not all,
Many changes were made in four years that
followed,

Which have caused us many a sad anxious hour,
But amid all the changes, there still remains
stationed,

The same noisy Bell with its wonderful power,
The Old High School Bell, the Sweet Toned
High School Bell,

The Dearly Loved School Bell, which hangs in
the tower.

And now as our school days are nearing com-
pletion

Having spent all our school years within these
same walls,

We cannot but feel a sensation of sadness
And over our hearts a cloud of gloom falls,

No more, dear old friend, will we need your
calling

As you send forth in deep tones, the news of
the hour,

So we bid you Farewell, to your call we have
hearkened,

For years in, and years out, from your place
in the tower,

The old school bell, the sweet toned high school
bell,

The dearly loved school bell which hangs in
the tower.

Unbinding the Women of China

Flossie Pelham.

Several years ago, there was a great insurrection in Kansuh, the northwest province of China. The Mohammedan rebels slaughtering on the way, closed in on the capital, Lanchow. The terrified countrymen fled to its protecting walls, but the poor women, on account of their bound feet, fell behind and failing to arrive before the gates were closed were butchered at the very threshold. While the shrieking women beat despairingly upon the iron bound doors, as their blood-thirsty pursuers drew near, hundreds of anguished husbands knelt down before the English missionary and begged him to urge the governor to open the gates and let the late-comers in. The missionary explained how this would also let the cutthroats in too, and then added, "You would have your wives small footed, wouldn't you? Well, this is your punishment."

The Kakka women of southern China do not bind their feet and in Canton, only the daughters of the well-to-do follow the custom. In the extreme north of China, the Manchu women leave the foot natural and this perhaps is the reason that they are so big, healthy and comely. In the rest of the empire foot-binding has not been the folly of the idle or the fad of the fashionable, but a custom that all classes, both rich and poor follow.

In three districts of Kansuh, women are still crawling about their houses upon their knees, just to please the preverted taste of the Chinese men. In both Shensi and Shensi the women work in the fields, not stooping, for that would hurt their poor feet too much, but sitting and hitching themselves along as they reap. They have to be carried to the fields in a wheelbarrow and they are so helpless that the most of them never get a mile away from the house to which they were taken as brides. They hobble about their villages a little, steadying themselves by a hand on the house wall or leaning on a staff. The Chinese have a saying, "For each pair of bound feet there has been shed a tubful of tears." This is very likely, as the bandaging begins between the fifth and seventh years and after three years of misery, the front part of

the foot and the heel ought to be forced together so that a dollar will stick in the cleft.

Because of foreign influence, thoughtful men of China have been made to see the evils of foot-binding. A few years ago, the then empress dowager issued an edict commanding the people to abandon it. The missionaries preach against it and sometimes even refuse to admit foot-bound girls into the mission school. The Natural Foot Society circulates literature, edicts, proclamations, placards, poems and folders, written by officials, missionaries, by physicians and by native reformers. Poems have been written on "The Sorrows of Foot-binding," which move people to tears.

Speaking broadly, the reform has not reached farther than the cities and high classes. It is said that three-fourths of the women of China are still so bound and it is safe to say that at the present time, there are in China, seventy million pairs of deformed, aching and unsightly feet.

But cotton bandages are not the only bonds of the women of China. The following story is told: One sultry morning in July, a coolie was carrying two little cloth covered boxes balanced on the bamboo across his shoulders. In each was a child of five years of age. The boy's box had a tiny open window to enable him to receive air and to see what he was passing, but the window of the girl's box was tightly screened up. The little girl had to endure the heat and darkness because she was a female and propriety demanded it. No females between the ages of ten and twenty-five are ever seen on the streets of China. Shut away from sight and knowledge—how symbolic of the women of China!

But perhaps the greatest affliction that the Chinese women have to bear is their early marriage and the veritable slavery that results from it. The girl is generally betrothed at the age of two or three to a boy five or six years old and not until the wedding does either know the other's name or look upon the other's face. The Chinese woman does not expect to receive romantic love, tenderness and chivalry from her

husband—indeed she thinks herself happy if she has a husband who does not beat her and who provides for her. The married girl is lost to her parents and cannot provide for them in their old age. There are whole districts in China where never more than one daughter is raised by the family, the rest being sold to wealthy parents who want to rear wives for their sons.

Every woman principal of a mission school is at heart an enemy of the Chinese subjection of women. She does not strive to make the

girls assert this or that right, but she tries to build up in them a personality that will not accept the old state of things. Chinese parents are now giving their girls permission to attend the mission schools, when they hear of the fine salaries educated women are bringing home. Then too, the taste for the pretty doll wife is going out—college men prefer educated wives.

Railroads and mines and trade cannot add half as much to the happiness of the Chinese as the cultivation of the greatest of their “undeveloped resources—their womanhood.”

The Express Service

Mildred Shaner.

The express companies of the United States were the pioneers in opening the great West. They established their stage lines and mail service. They started banks, and were among the very first agencies to develop the country. Their competition has perfected the mail service of today, and the postoffice has been forced by their system of issuing money orders to pay more attention to that function of business. They act as agents in purchases and sales, and have their attorneys for all kinds of law work pertaining to business, such as searching a title or collecting a debt. Stores make use of their C. O. D. department in delivering goods to customers. The usefulness of express companies has not been lessened by the fast freights, or by the parcels-post.

The organization of the express companies is at the same time complex and simple. Their huge business is so systemized that it works with perfect smoothness. Their contracts with the railroads give them great facilities. The steamships and long trolley lines are also pressed into their service. The cable, telephone and telegraph are in frequent use by them. They have their own piers and terminals. Duties on importations may be paid in their own brokerage offices. Looking, for a moment, at the methods by which the express business is con-

ducted, we find that in small towns their agents take orders which are forwarded to the large centers for fulfillment. In the great cities the office will have a dozen different departments. Among these may be enumerated the C. O. D. department, the commission department, the custom brokerage department, and the insurance department. Each department has its manager and staff of clerks. The companies now have special refrigerator cars for perishable goods, such as meats and fruits. Their special cars for carrying horses and stock are largely patronized. The heavy safes in their cars protect bullion and jewelry from robbery.

The methods by which express companies collect merchandise and parcels are familiar. Regular patrons are called upon by the wagons at regular intervals. Wagons have regular routes. It would be a low estimate to say that there are seven hundred express wagons on the streets of New York at all hours of the day.

At present there are sixteen large express companies in the United States. There are also two in Canada and the same number in Mexico. Their capitalization amounts to one hundred millions of dollars and more. However, the companies claim that their margin of profit is very narrow. Even so, they certainly are an enormous convenience to the public.

The Rural Parcels-Post

Ivy LaHayn.

Whatever might be the advantages or disadvantages of a General Parcel-Post, it is not my purpose to now discuss; but there seems to be no question in the minds of all fair-minded people that the establishing of a Rural Parcel-Post would be of incalculable value to the farmer, and also to the merchant who handles country produce.

Take for example the busy, ambitious farmer who finds it utterly impossible to take or send fresh vegetables, fruit, butter and eggs to market every day, since it necessitates sending the team which is badly needed in the farm work. He knows full well that in order to have good sales every thing must be delivered absolutely fresh, and this means in most cases delivered every day, the accomplishment of which he finds impossible. This, naturally, is a very trying and oft-times discouraging state of affairs, but it can not be helped. And then, when the pressure of the farm work is at its greatest, what can be more discouraging at the end of a hard, trying day, than to be told that a supply of groceries must absolutely be had at

once? The team is tired; the farmer is tired; the housewife is tired and worried over her inability to evolve good meals from an empty larder, and there is nothing to do, after the evening work is finished, but to hitch up and drive to the nearest town for supplies, reaching home too late for a good night's rest, which is sadly needed after the hard work of the day.

If the Rural Parcel-Post were established all this would change. The fruit, vegetables, butter and eggs are made ready in the early part of the day, and sent out by the Parcels-Post, together with an order that will bring back to the door the following morning all the necessary kitchen supplies, and that, too, with very little expense for the transportation in either direction.

Farmers would be wonderfully benefited by such an arrangement and so would the country merchant, and this is but one of the innumerable ways by which the Rural Parcels-Post would be a boon to the people living in the country, and to merchants who are in business in country towns.

The Profession of Journalism

Clara Kossakowski.

A number of things may be said both in favor of, and against, journalism as a profession. In the first place, it must be understood that when one enters upon this work he has not a very good chance of being promoted to higher positions. Then too, if one wishes to do this work, he must be able to think and act quickly; to recognize matters of general interest; and to state those matters with the greatest effect.

In this line of work there is so much competition that, if any person likes journalism he will enter into this profession with such zeal that after a few years he will have reached his limit of endurance, and his work will show the consequence. It is said that people in this profession age much more quickly than any other people.

However, there are also some good points

about journalism as a profession. One of these is, that it trains a person to think, observe and act quickly, and so sharpens his faculties that he can readily obtain a position of great prominence. In doing this work, also, a person can become acquainted with people who may be able to assist him to obtain a better position.

A reporter may be said to be one who gathers the news in the community in which his paper is published. All the news which is fathered outside of a community comes from the correspondents. This is, in the main, the greatest difference between a reporter and a correspondent.

When a reporter is sent to a neighboring town to write up some article, he is called, for the time being, a staff correspondent. If the same article had been written up by a man liv-

ing in this town, the writer would be called a local correspondent. Or, if this article should be composed by a man who did not make a practice of writing for papers, the writer would be called a special correspondent.

At the present time there is a movement to introduce courses of journalism in universities, business colleges, and correspondence schools. This movement is meeting with approval by many people, especially by certain journalists. But, on the contrary, it is argued that every newspaper office has its own rules, and practice, which can be learned only by experience and actual service, and not by study.

There are also many things which can be learned only in a newspaper office. For example, in actual service one meets with a great deal of competition, and one cannot wrestle with competition successfully, merely by study.

Formerly, only men were reporters, but now women have also entered upon the field of journalism, and they have proved to the public that they can do the work as well as men can.

The salary which reporters receive, both men and women, is usually fifteen dollars to start, and later, if the reporter has the ability to do good work, the salary is increased to thirty-five dollars a week. When reporters are put on "space work," they often receive seventy-five dollars a week.

In a small town, where there is only one paper published, the work of the reporter is not difficult; but in the large cities, where there is constant danger of competition, the life of a reporter is strenuous.

There are several ways in which a person can make a start as a reporter, but the best way is to run down a news story, write it, and give it to the city editor. If the story is printed, the person should apply for an assignment, and when he receives the assignment, his life becomes very busy indeed. It is a very difficult matter to obtain news before other papers do, and to write about this news in a way which will interest the public.

If a correspondent is sent to a foreign country to obtain news, his success is generally insured. Especially in time of war are the news correspondents busy. When a correspondent is allowed to sign his name to the articles he writes he usually can command higher pay. The reason for this is, that if his story is worth signing, he will command an audience; and the larger an audience he commands, the better it will be for the publisher.

As a profession, journalism is undoubtedly one of the most interesting, exciting, and strenuous of all occupations.

Capital Punishment

Oliver Reese.

During the present time when murders are committed almost daily, the subject of whether capital punishment really is the extreme penalty, is much discussed. In the time of the Romans, death was thought, by them, to be a necessity of life, and a rest from all troubles; and therefore they thought that it was not a punishment for crimes, but instead a relief from its thoughts. This may be true, for many murderers have met their fate willingly. But if capital punishment was to be abolished, would not our penitentiaries be filled with men who desire an easy means of sustaining life? Would not then a notorious man willingly shoot a man for his wealth when his only risk is life imprisonment? Yes, and the cause for demoralizing our nation would be greatly increased.

In two states of our Union, capital punishment is entirely abolished. Those states are Maine and Wisconsin. It was abolished in 1876, and barely a year elapsed before eleven cruel and unnatural murders had been committed. Many more states abolished capital punishment, but it was again made a law, because the states were over-run with murders. As in the state of New York, the legislature was compelled to restore it, after two years.

A study of these facts cannot fail to show that the abolition of capital punishment is not advisable. Cases of murder constitute, probably, the only class of crimes against which public sentiment sustains its enforcement. One who willingly and deliberately destroys human life, ought to forfeit his own; because first, such a

punishment deters others similarly inclined from committing a like offense; and, secondly, the lives of others are in more danger from him than from one who has never committed the offense.

Many think, does death reform the offended? Certainly not, but it does keep others from committing a like offense. On the other hand, life imprisonment generally does reform him, and makes him feel bad over his deed, but does this reform others outside of the penitentiary? No, for if it did, capital punishment would everywhere be abolished. A man, no we cannot call him that, a murderer who has been sentenced to life imprisonment, generally gives up all hope in this world and is ready to do anything. He has sold his life, he has lost his friends, he has little or no hope for pardon. What would he not be willing to do? An instance will illustrate this point. A murderer was sentenced to life imprisonment. He was put in a cell away from all others. Somehow he got into his possession a short piece of wire. Instantly a thought came into his mind. He made a loop in the wire, and calling a guard nearby

to him he said in a harsh voice, "Turn around, there's a spider on your back and I'll brush it off." Unsuspectingly the guard turned his back to the bars of the cell. The fatal loop was pushed through the bars and slipped over the guard's head. "Now," hissed the convict, "here with those keys." The guard could do no more than give them to him. He unlocked his cell, and after strangling the guard to death, made good his escape. Did he not deserve the death penalty when he first murdered a man? The one who gave him his sentence did not think so, but instead gave him life imprisonment, and also another chance of committing a like deed.

Likewise there are many points on the converse of this question. First, the reputation of the family of a man who has committed a murder, is greatly lowered, it seems, when the law takes his life. Secondly, it has a bad effect upon his relatives. In one instance the mother and brother of a man who had been hung lost their reason entirely from brooding upon this thought.

Manual Training

Ernest Pillman.

In most of the prominent schools of today, the subject of manual training is established. The purpose of this subject is to make the hand and eye work in harmony with the mind, thus giving the pupil a certain amount of practice work, besides giving him a pleasant change in his course of study.

The subject of manual training has done more for the shaping and development of the young mind than was anticipated when the subject was first introduced, although it has not been established throughout the schools as it will be in time. It gives the student a pleasant as well as useful line of study, for he can perhaps learn what kind of work he is best fitted for, and somewhat prepare himself along that line, learning to be accurate and to judge things at sight.

The average student is not ready to take up the subject of manual training until he has reached the seventh grade; for it has been

found that the young mind, before that time, is not capable of judging accurately, and that accuracy is impressed upon the mind by slow degrees. Physiologists have also found that, after this certain age is reached, in order for the mind to become more capable of judging, it must have training along that line. Dr. C. H. Henderson says, "The brain grows by what it feeds upon. Given perfect health and a wealth of self impression, especially a wealth of quantitative self-impression, that is to say, well-trained senses, and we have the basis of intellectual life. Without this large quantitative knowledge and developed brain, we live in a world of illusion, a guess-world of very imperfect rationality. To cultivate the hand, and eye, and ear, even the nose and the tongue is to enlarge the material of thought and the tool of thought."

The subject of manual training was first thought of in connection with the United States

at St. Louis and Boston. St. Louis was, however, the first place to establish it, where it was discussed in 1877 and permanently established in 1879. This subject, although looked upon with disfavor by many people, proved to be very successful in that it made the pupils more interested in the schools, and increased the average scholarship. When it had been tried and resulted in such a success, other schools of high standing became interested and established it in their regular course. Other schools have established it, making it optional. Still other schools, where it is not possible to establish it fully in their course have introduced certain branches of it. Today, almost every large city has at least one high school which aims to establish manual training as its principal line of work, bringing other studies, as are required elsewhere into its course.

Manual training was not established so readily in the European countries, although Germany brought it into her schools in 1886. England has not yet thoroughly realized the importance of it in the intellectual and moral influence which it brings, and they consider it to be only useful to the working class. In most of the European schools where manual training is established, the student has the privilege of taking it or dropping it as he desires, an arrangement which is known as the European plan.

The subject of manual training has been established in many of the prominent high schools in the United States today, but in time it will undoubtedly be made a required course of study in the high schools throughout the country.

Progress of the United States Since the Civil War

Claude Brown.

During the past half century the growth and development of our country has been phenomenal. Fifty years ago this country was engaged in deadly strife. Men were rushing toward each other in deadly violence.

The cotton-gin had increased the demand for cotton and as a consequence a large number of negroes were brought to the South as slaves. The question arose concerning whether slavery should extend all over the United States or remain only in the South and on account of this the war which aroused the world was fought.

After this great strife the men on both sides laid down their arms and returned to their different vocations and again aroused the comment of people in another way by progressing rapidly in other peaceful lines.

At that time the people lived mostly in rural districts, but now the cities have increased because of these rural people going to them. The West was not thickly settled then, but now the population is growing larger and larger each year.

At that time our country had no possessions. But now she has acquired Alaska, Porto Rico,

the Philippine Islands, Hawaiian Islands, and other lands that aid us in many ways.

The United States has not only been developed in this way but in other ways. At that time there were only a few manufacturers and their machinery did not fill all the necessary requirements. Now new inventions that help in these industries are used and aid much in producing articles of use.

The West has opened up and farming products are raised that benefit the people. At the time of the Civil War the people did not trade much with foreign countries, but now the opening of new lands has caused more produce and this has brought about trade with foreign countries.

Because of the remarkable results attained in our country, foreign people are attracted here and are coming here at the rate of about one million people a year.

In educational lines the people have developed wonderfully. Education is progressing more and more. Fifty years ago schools did not have the requirements schools have today. A person educated in schools in those days could not fill the requirements of these days. Schools are

being developed that teach the boys or girls things that are necessary. A person after attending school here in those days had to go abroad to finish his education, but now this does

not happen often for we have sufficient schools here.

These remarkable happenings show how we have progressed and are progressing today.

JOKES.

Small Boy: Father, teacher says we are here to help others.

Father: Of course we are.

Small Boy: Well, what are the others here for?

Student: I want my hair cut.

Barber: Any special way?

Student: Yes, off.

Teacher: Why are the days long in summer, and short in winter?

Bright Pupil: Heat expands things, and cold contracts things.

Prof.: You made a low mark, and just passed.

Girl Student: Oh good, I'm so glad.

Prof. (In surprise): Why?

Girl Student: Oh, I always enjoyed a tight squeeze.

Four Senior girls get rings for their little fingers. Maybe they are planning to get different rings for their third fingers.

She: And would you really put yourself out for my sake?

He: Indeed I would.

She: Then please do so, I'm awfully sleepy.



Non-Commissioned High School.**1890**

Hanna Whitcomb
May Wibert

1893

Amy Swanson
Edith Corson
E. Pearle Glover
Jose Castleman
Jut Castleman

1895

Annetta B. Cleland
Cora Mae Peterson
Lulu Maud Castleman
Nora Ina Thompson
M. Belle Haslett

1896

Edward L. Morgan
Grace Osborn
Fred H. Cole
Agnes L. Morgan
Arthur O. Peterson

1897

Edward Hyde
Elsie Diddie

Commissioned High School.**1899**

John E. Gelow
Jay Shanks
Elsie Diddie

1900

John C. Christianson
Carl A. Johnson
Blanche Osborn
Neva B. Lawrence
Anna Kossakowski
Emily Peterson

1901

William L. Hall
Dott Osborn
Clayton R. Wise
Nora T. Greene
Alma J. Anderson

Alumni**1902**

Nora E. Haslett
Emil C. Nelson
Edith Lindstrom
Oscar Hendrickson
Amanda Pillman

1903

Laura F. Carlson
Lillie V. Pillman
Florence E. Busse
Emma Beil
(business course)

1904

Alma L. Johnson
David R. Johnson
Frank Q. Osborn
Mabel A. Pelham
Grace L. Pelham
Esther E. Lawrence
Mabel A. Bigelow
Amy O. Carlson

1905**Latin Course**

Emma Peterson
Gust Nelson
Bennett Morgan

Commercial Course

William Smith
Sadie Atkinson
Bernice Warren
Mary Early
Laura Carlson

1906**Latin Course**

Theodore Olson
Lulu Smock
Jennie Long
Lucy Kossakowski

Commercial Course

Jennie Anderson
Florence Johnson
Alfred Krabbenhoft
Henry Graubman

1907**Latin Course**

Julia E. Theorell
Fred B. Smith
S. William Nelson
Oral M. Haslett

Commercial Course

Ida M. Drowty

1908**Latin Course**

Esther Alvera Pillman
Camilla LaB. Babcock
Naomi K. Setterdahl
Bertha Christina Carlson
John C. Hoeckelberg

Commercial Course

Camilla LaB. Babcock
William H. Hoeckelberg
Hugo Amandus Peterson

1909

Four Year Latin Course
Olga Iinnea Theorell
Laura Amanda Johnson
Frank James Rader
Mary T. Kossakowski
Martin Cohen

Three Year Commercial Course

Vada Sheeley
Frank Martin Kemp
Laura Amanda Johnson
Edward B. Aspland
Huldah Sophia Johnson
Mary T. Kossakowski

Four Year Commercial Course

Emma Mary Goodwin

1910

Four Year Latin Course
E. Bernice Ruggles
Arthur D. Pillman
Coral Toseland
Joseph Boo
Jane R. Hoham
Wesley Lawrence

Four Year English

Joseph Boo

1911**Latin Course**

Sarah Cohen
Lillie Nickel
Hazel Spencer
Walter Bedenkop

English Course

Elmer Lahayn

Program

March	High School Orchestra
Invocation	Rev. C. A. Brown
Oration—"History of Indiana"	Edna Erickson
Oration—"George Rogers Clark"	Mildred Shaner
Oration—"The New Harmony Experiment"	Ernest Pillman
Music	High School Orchestra
Oration—"Geography and Resources of Indiana"	Ivy LaHayn
Oration—"Indiana's War Governor"	Claude Brown
Oration—"Charitable and Penal Institutions of Indiana" ...	Florence Pelham
Music	High School Orchestra
Oration—"Educational Development of Indiana"	Oliver Reese
Oration—"Indiana in Literature"	Clara Kossakowski
Violin Solo	Raymond Brockmiller

Presentation of Diplomas.

Benediction	Rev. J. B. Bennett
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May 23, 1912.

Baccalaureate Sermon	Rev. Andrew Reese
Swedish M. E. Church, May 19, 1912.	

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Class Flower—"Lily of the Valley."



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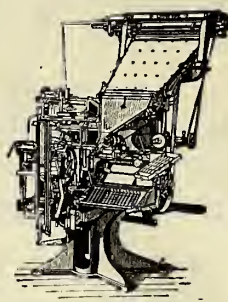
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Calendar

Summer Term will open May 28, 1912; Mid-Summer Term, June 25, 1912. Fortieth Year will open September 17, 1912; Second Term will open December 12, 1912; Third Term, March 4, 1913.



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